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ABSTRACT

A 2-day teacher training workshop in computer-assisted language learning (CALL) designed for teachers of English as a Second Language (ESL) is described. Program objectives included the following: awareness of computer uses consistent with current principles of second language learning; direct experience with computers, emphasizing what can go wrong, and why; teacher acquaintance with effective software for the machines available to them; provision of guidelines for software evaluation; and participant awareness of sources of information in CALL. The workshop begins with a discussion of the role of computers in ESL and of software types. The bulk of the program is devoted to laboratory exploration of specific software, including courseware, word processing and text construction programs, games and simulations, and desktop publishing. A list of references and sources for individual programs is included, and a classification for software and guidelines for software review are appended. (MSE)

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COMPONENTS OF A CALL TEACHER TRAINING WORKSHOP

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As Computer Assisted Language Learning is gradually being incorporated into ESL/EFL programs, the need for teacher training courses in this area becomes an increasingly important objective. In this paper I will describe one possible approach to the achievement of this goal by outlining the educational objectives and discussing, step by step, the procedures of a two-day teacher training workshop in CALL. This was developed for a program leading to the certificate in TESOL offered by the University of California, Santa Barbara.

The general workshop goals, as stated in the program catalog, are the following:

- 1.- To ensure that participants become aware of how to use computers in ways which are consistent with contemporary principles and practices of second and foreign language learning. This includes the roles and responsibilities of teachers and students in CALL activities.
- 2.- To give participants direct experience on how computer programs can be used efficiently in the classroom with especial emphasis on what can go wrong and why.
- 3.- To get participants acquainted with some of the most effective software for the machines they have available in their schools.
- 4.- To provide participants with educational guidelines which they can use to evaluate new software and/or computer systems.
- 5.- To make participants aware of the various sources of information in CALL which can help them keep up with the fast growing world of computers in education.

I think it is important to state at the onset that, while a course dealing with the cutting edge of technology (i.e., CD-ROM, laser disks, scanners, computerized video, or interactive hypermedia) might be extremely interesting and informative, my intention in this particular workshop is not to introduce teachers to the most recent operating systems, or how to use highly expensive equipment which may or may not be available to them in their daily classroom work. This workshop, instead, is placed in the context of the basic educational needs of ESL teachers working with the average hardware and software found in most educational environments.

Three practical constraints will have a bearing on the achievement of the above goals:

- 1- **The computer equipment available.** The kind of machines available for the workshop will determine the type of software to be used in the activities. I have worked with Apple IIe computers in most of the training courses I have given, since those were the machines available, and also the ones the teachers had in their schools. Another important factor has been the fact that, until very recently, a significant percentage of all the educational software was made for this computer. This situation is gradually changing, and MS-DOS and Macintosh platforms are beginning to be more commonly found in educational quarters. As a result, software publishers are concentrating their efforts in the newer machines, rather than producing new programs for the Apple II. This trend is so clear that most of the highly popular software programs have been translated for IBM's and the Macintosh's.
- 2- **The software programs available.** It is crucial that the students have a hands-on experience with at least one good representative for each of the various types of computer programs, and there are some useful sources of information to help with the selection (Barlow, 1990; Healey and Johnson, 1991). Macey and Perez (1989) have also provided very practical lessons plans. However, a factor constraining the workshop objectives can be the lack of a program type for a particular computer. A case in point is the conspicuous absence of a satisfactory grammar program for the Macintosh. I have, furthermore, been restrained by whatever software I managed to obtain,

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since purchasing multiple copies of all the desired programs to be used in the workshop can easily add up to a substantial sum. Fortunately, a growing number of software companies are willing to make some sort of arrangement for me to use their programs during the two days. Although they realize that using some of their products during the workshop is excellent free promotion, they are only recently beginning to find ways to make this possible.

- 3- **The time available.** Another important factor to be considered is the number of hours available for the workshop. With only two days totalling fourteen contact hours, I have found that it is unrealistic to try to cover data base and spread sheets. Even the basic word processing skills required to change the lesson content of programs like WORD ATTACK PLUS can prove to be too daunting to someone who has not had any previous experience with computers. I have solved some occasional problems of this nature by putting the novice in the hands of the most experienced person in the workshop. This approach has also helped me support the idea that exchanging the roles of teaching and learning can be a very rewarding experience.

Let us start by looking at the overall two-day agenda. I will then proceed to discuss in some detail each of the workshop activities.

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 INSERT TABLE 1 HERE

The following is a description of the various activities showing how the workshop objectives are approached .

THE FIRST DAY

----- 8:00 - 8:30 GETTING TO KNOW EACH OTHER -----

Because I firmly believe in the power of humanistic principles, we spend the first thirty minutes in a classroom away from the computer working to establish the right kind of relaxed, informal, and cooperative atmosphere among the group members. This need to create "a safe space" where we can freely explore, make mistakes and ask questions is, in my view, crucial for the success of the whole workshop.

During the introductions I always tell the participants something more about myself than just my professional credentials so they will feel comfortable with me as a facilitator. The story of how I got into computers by playing Space Invaders in a disreputable video arcade in Sao Paulo, Brazil 10 years ago has invariably helped to establish the right kind of atmosphere. The next step is to ensure that they feel comfortable in the group and hence more willing to actively participate during the various exercises to come. There are many good activities suggested in the literature on how to achieve this goal (Byrne, 1987; Bassano, 1988; Cohen, 1986; Fein, 1984; Littlewood, 1981; Malamah-Thomas, 1987; Nunan, 1987; Underwood, 1987; Ur, 1981). One of my favorites is to ask the participants to arrange themselves in a line in terms of months of experience with computers. This activity creates a great deal of positive interaction which helps them to get to know each other better. I also use this opportunity to ask the most experienced computer users to "adopt" one of the novices, and be ready to help him/her during the workshop.

Before moving onto the next stage, I spend some minutes discussing what we have just done and what we are trying to achieve. I have found this discussion to be very important for various reasons. First, I believe that it is not enough for the teacher to have clear objectives; they must also be conveyed to the students so that they can become independent learners. Students that have clear objectives in their minds will not only be in a better position to help themselves reach their goals, but will also know when they have achieved them. Second, some more analytical group members may need a logical explanation

to get involved in activities which, in their judgement, seem frivolous or unnecessary. Another way of saying this would be that the orthodox professionals in the class seem to need rigorous scholarly arguments to give themselves permission to have a good time during a two-day workshop. Finally, sharing my educational approaches with the workshop participants, who are teachers like myself, contributes to the overall workshop effect -- that I try to do what I preach.

8:30 - 9:15 CAI or CALL?: THE ROLE OF COMPUTERS IN ESL/EFL.

The second activity also takes place in the classroom away from the computer. We start by sharing our previous knowledge on TESOL around the two main teaching trends (i.e., the accuracy/fluency dichotomy). We review, discuss, explain and clarify some of the key issues presented in a handout (see Table 2). The purpose of this group activity is to make sure that all participants not only have the necessary TESOL background, but also understand the educational differences underlying the terms CAI and CALL.

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 INSERT TABLE 2 HERE

I then move on to present a handout with an overall classification of software (see Table 3. Various possible classifications have been offered (Taylor, 1980; Higgins and Johns, 1984; Wyatt, 1984; Taylor and Perez 1989). I have expanded on the model proposed by Wyatt 1984 in order to establish a closer connection with the TESOL principles previously discussed. I also use this classification chart to show the areas which we will be covering in the workshop and to explain that there will not be enough time to deal specifically with word processors, data bases, and spread sheets.

.....
 INSERT TABLE 3 HERE

When we later start looking at software programs, I would like everybody to be in a position to easily identify a given activity in terms of computer modality (i.e., instructional, collaborative, or facilitative), and its area of language development (i.e., accuracy or fluency).

For the rest of the day we move onto the computer lab to explore those software programs which typify four of the ten kinds of activities presented in the classification. The first programs we consider are those which have been traditionally used to develop linguistic accuracy. The range of software available in this category is quite large for the Apple II. For this workshop, I have chosen to work with some selected programs on grammar and vocabulary building.

**9:15 - 10:15 GRAMMAR MASTERY SERIES.
 SENTENCE COMBINING.**

DRILL & PRACTICE.

The first programs we explore are GRAMMAR MASTERY SERIES, and SENTENCE COMBINING. The first is a set of grammar lessons designed for ESL students, while the second is a syntax program which, while designed for native speakers of English, can be used with ESL students. Participants choose one disk in any of the two series and sit in pairs at a computer with a copy of the evaluation sheet (see Table 4). Their task is to get acquainted with the overall format of the program in order to answer the questions on the sheet. My role throughout most of the hands-on practical experience is that of a facilitator. I move around making sure that they are on task and that they are working at their right level of challenge. I feel it is important to allow plenty of time for them to discuss their reaction to the program, first in pairs and then with the whole class. In fact the workshop evaluations show that, after having worked with a program, students find that the debriefing sessions are one of the most profitable parts of the workshop. This is because invariably there are students who either want to share their experience with that program (or with a similar one), or there are those who do not clearly understand

how it could be used in their own particular teaching environment. In both situations the students themselves feel free to express their views not only about the program in question, but also about CALL in general.

10:15 - 10:30 COFFEE BREAK.

10:30 - 12:00 WORD ATTACK PLUS! VOCABULARY BUILDER.

Unlike SENTENCE COMBINING, one of the major weakness of GRAMMAR MASTERY SERIES is the fact that it cannot be modified. This very important issue invariably emerges in the debriefing section and acts as a natural lead onto WORD ATTACK PLUS, which does have an excellent built-in editor and is perhaps one of the best vocabulary building programs in the market today. Participants are first asked to pretend that they are the target ESL students working on lesson 5, which is built around idiomatic expressions. A few participants are given a task sheet with specific guidelines on what they are supposed to do with this lesson while the others are simply told, "work on lesson 5." The result of this activity brings home very effectively the crucial fact that even if students are working with extremely well designed educational software, the teacher's careful preparation still makes the difference. Participants experience the importance of using task-oriented activities when they see that the ones who received specific guidelines can talk about all the various sections of WORD ATTACK PLUS and show a good understanding of the program, while those who were not given task sheets report that they only managed to see half as much as the first group; "we soon found ourselves just going through the motions while waiting for the next activity," was the comment one group wrote. The importance of task oriented exercises cannot be overemphasized.

Our next activity is to assess the program following the standard software evaluation guidelines (see Table 4), but this time they are asked to look at an elementary ESL lesson in which I have created ten errors. Their task is to identify the problems and then learn how to use the built-in editor to correct them. I have found that, unless they have a specific task requiring the use of the editor, students do not fully realize its power (Baltra, 1986).

Once they have learned how to alter the software content, we move on to write a mini-lesson on a grammar topic of their own choice. It helps to get everybody intensely involved if the slower and/or less imaginative participants are supplied with a set of incomplete lessons (phrasal verbs; articles; irregular verbs; etc.) for them to finish. The fast achievers are asked to assist other groups as soon as their mini-lesson is finished. This approach is consistent with the view that, for effective learning to occur, students must always be working at their own level of challenge. Since it is the workshop coordinator's job to ensure that the activities are neither too easy, nor too difficult for the groups, I try to think ahead what to do with the slow and fast learners at any given time during the workshop. For this purpose I also make available extra software programs and I place them at the other end of the computer lab. Restless participants, who do not like to delve into details nor help slower learners, and are anxious to get their hands on as many programs as possible (do you get those too?), can examine that software while the rest of us finish.

Once all the groups have completed their mini-lessons they are asked to get their programs ready to be tested by other students. In this final stage of the activity everyone moves around the room trying out the different newly created lessons. After this they vote on the best of the session. I use THE PRINT SHOP to give the winners a mini poster displaying their names surrounded by little turtles or rabbits, which enhances the fun and illustrates the inherent ability of desktop publishing software to make personalized messages.

12:00 - 13:00 BREAK FOR LUNCH.

13:00 - 15:00 QUARTEXT. TEXT RECONSTRUCTION.

The goal of this section is to acquaint the participants with the kind of programs which manipulate a written passage (by deleting, scrambling, inserting, or substituting) in order to create challenging text reconstruction activities. The problems presented are solved as the students use previous knowledge and context to unveil semantic and syntactic relationships existing in written discourse. QUARTEXT has proved to be very successful in many workshops because participants directly experience educational principles such as the information gap theory and the kind of class management logistics involved in the cooperative learning format.

In stage one I divide the twenty class members into four groups of five. Each group is to get acquainted with one of the four games in the program. Thus while group A works with Hopscotch, group B studies Hide and See, group C explores Tell-Tale, and group D looks at Cheat! The specific task is to assess the educational potential using the standard evaluation sheet. While they are working on that task I give each participant a poker chip, each group getting a different color. Once they have completed that task I ask everyone to get into five groups of four. This time there is a catch, though: each group member must have a chip of a different color. As a result, each group has someone acquainted with one of the four games. The task now is to share with the new group the information each person has.

We begin the debriefing by discussing the main points of QUARTEXT in particular, and the advantages and disadvantages of computer analytic activities in general. We then move onto the subject of class management where we focus on the way in which the activity was conducted. I elicit from the participants their feelings about the classroom procedures: Did they feel that things went down smoothly? Why? What are the basic requirements to ensure success with this kind of class management? What was the role of the teacher? Was this a student centered activity? Why? Could they do something similar? How could the activity have been improved? etc.

15:00 - 15:15 COFFEE BREAK.

15:15 - 16:00	READ 'N ROLL GRAMMAR GREMLINS M-S-NG L-NKS ESSENTIAL IDIOMS IN ENGLISH TOEFL PREPARATION READING MASTERY VOCABULARY MASTERY	BROWSING AROUND.
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Towards the end of the day participants are given time to look at other software programs of a similar kind. They are asked to consider them in the light of the software evaluation criteria and their own teaching circumstances. This is an intentionally unstructured activity where participants can choose their own course of action.

16:00 - 16:30 GENERAL RAP SESSION.

Participants are asked first to write down the most striking concepts, features, and approaches they have learned, and then to share them with the others. The aim of this final activity is to get them to review such concepts as: criteria for software evaluation; the use of editors to adapt software contents; the use of task sheets to enhance the learning activities; the value of effective class management, the importance of creating a safe space where students can freely explore new learning experiences, etc.

Before going home, course participants are given some selected articles on CALL, an annotated list of selected software for the Apple II, plus copies of software catalogs, an updated bibliography of books, articles and relevant journals, newsletters, and magazines which they can use to keep up with the state of the art in CALL.

THE SECOND DAY

8:00 - 9:00

THE POWER OF COMPUTER ADVENTURE GAMES: LEARNING HOW TO LEARN WHILE HAVING FUN.

Just as on the first day, we begin the session away from the computer so as to be in a better position to reflect on the principles and practices of CALL. I start by presenting some key issues on the development of communicative fluency, on the use of the computer in the collaborative modality, and on how simulations and adventure games can be used to put all these concepts into classroom practice (Baltra, 1987, 1990a; Dunkel, 1991).

9:00 - 9:30

HOW ARE WE DOING? QUESTIONS & ANSWERS. FEEDBACK.

We spend about thirty minutes listening to comments, answering questions and clarifying doubts. My aim here is not only to make everyone aware of the essence of CALL, but also to try to find out whether or not the participants' expectations are being fulfilled. Comments like, "we didn't get enough of X," at the end of the workshop are frustrating since more X could have perhaps been included if the need had been expressed while there was still time to do something about it.

9:30 - 9:45

COFFEE BREAK.

9:45 - 11:00

ODELL LAKE. OREGON TRAIL.

SIMULATIONS.

As we have seen in the general introduction, the overall thrust of the second day is centered on the power of gaming as a valuable language learning tool for the development of communicative fluency. In order to achieve the desired goal I again strongly encourage the participants to play two different roles. In the first they are to suspend judgement and to throw themselves into the game as their students would. In the second they are analytic educators using their professional experience to consider these computer activities for their ESL classrooms. I tell them that while I will ensure sufficient time to play each of the two roles, it is their job to ascertain that the student/teacher roles would not only be kept separate but also used accordingly. For the activities to succeed, it is crucial not to confuse these two roles, since I want these teachers to have a first hand gaming experience free of pre-conceived judgements before we move on to analyze educational potentials and possible drawbacks from the teacher's point of view.

We begin with two very unsophisticated public domain simulations, OREGON TRAIL and ODELL LAKE in order to stress the fact that, as Chris Jones puts it, "it's not so much the program, more what you do with it" (Jones 1986). At the end of this session I expect participants to realize that very simple computer programs can also create meaningful environments which are highly conducive to effective learning. My point here is that using only sophisticated simulations (i.e., CARMEN SANDIEGO, CROSSCOUNTRY U.S.A., SIM CITY) during a workshop might promote the wrong impression that simpler programs are not as desirable for CALL purposes.

With OREGON TRAIL, the players are pioneers trying to make it to the West. When the game begins, they are purposefully not given any specific instructions or task sheets, but simply encouraged to play long enough to get experience with the game. The result of this is that, as expected, things do not work out very well. Many do not understand the importance of keeping track of the decisions they make, and of the various choices presented along the journey. During the debriefing the participants share their frustration with the activity. They soon realize that it is not enough just to tell the students to go and

work with a program without first giving a clear demonstration, specifying tasks, and determining who is going to do what to achieve the desired goal.

We then move on to ODELL LAKE, a very simple simulation in which you are a fish trying to survive in the ecological battle of the fittest. To illustrate the value of proper preparation and class management, I follow the cooperative learning format, demonstrating how to do the activity with four group members: I play the role of the leader, and I call for volunteers to act as keyboarder, evaluator, and charter. Each gets a card explaining what they have to do. Then groups are formed, roles are assigned, tasks are set and they start playing the game. The debriefing after that clearly reinforces the importance of teacher preparation and effective class management.

11:00 - 12:00 CROSSCOUNTRY U.S.A.

We are now ready to explore CROSSCOUNTRY U.S.A., a very powerful simulation in which you as a truck driver are delivering commodities between cities in the United States. I have chosen this program because it is an excellent example of the kind of interactive fiction which can create meaningful opportunities for genuine language communication, and because it lends itself to a host of content-based ESL activities (Baltra 1990b). I also use this simulation to demonstrate ways in which teachers could deal with the one computer classroom by using a liquid crystal display and an overhead projector, and I also make them aware of the useful suggestions given by Dockterman (1989).

12:00 - 13:00 BREAK FOR LUNCH.

13:00 - 14:00 MONITOR MYSTERY. ADVENTURE GAMES.
FUNHOUSE CAPER.

Participants begin the afternoon working with MONITOR MYSTERY and FUNHOUSE CAPER. These are two problem solving and note taking programs from of a collection of reading adventures. By now the large majority of the workshop participants have become independent learners and know how to go about exploring new software programs. It is rewarding to watch them distributing responsibilities, timing their activities, and asking for the corresponding task and evaluation sheets that go with each program. Furthermore, some of the participants now feel so comfortable with the overall procedures that they are willing to facilitate the class evaluation of these games. So I normally exchange places with a volunteer who then takes over and conducts the debriefing session.

14:00 - 14:30 WHERE IN THE WORLD IS CARMEN SANDIEGO?

The CARMEN SANDIEGO series has become so popular that I cannot afford to ignore it in this workshop on adventure games. Since I invariably have some participants who are well acquainted with it, I ask them to demonstrate one of the programs (WHERE IN THE WORLD IS CARMEN SANDIEGO?), to brainstorm on possible language learning activities, and to share with the whole group their classroom experiences with CARMEN. This approach helps to reinforce the importance of doing what we preach: by asking participants to take over I am providing opportunities for the exchange of teachers and learners' roles, and am also stressing my role as more of a coordinator than an instructor.

14:30 - 14:45 COFFEE BREAK.

14:45 - 16:00 MYSTERY HOUSE.

I leave this program for the very end because it vividly demonstrates the power of intrinsic motivation by quickly reawakening the interest among the now worn out workshop participants. I have explained elsewhere the MYSTERY HOUSE activities in greater detail (Baltra 1984, 1987). Suffice to say here that I give the players the first six moves in the game so that they get to the entry hall of the house

and then find and read the first note which says, "Valuable jewels are hidden in this house. Finders keepers." Different groups are then sent to explore the various parts of the house which is full of traps and surprises. While playing the game, the various group members find themselves establishing objectives, discussing strategies, making maps, keeping records, exchanging information with the other groups and using a great deal of imagination. In short, they experience for themselves excellent instances of meaningful language interaction, thus reinforcing the potential that adventure games can have in the ESL classroom (Baltra, 1990a).

**16:00 - 16:30 THE POWER OF DESKTOP PUBLISHING.
STUDENTS' EVALUATION.**

Before getting into the final activity of the workshop I quickly demonstrate AWARD MAKER and then surprise everyone by presenting them with a very impressive personalized certificate stating that they have survived a two-day workshop on Computer Assisted Language Learning. This touch is extremely cost effective since all I do is type in the participants' names, select a ready-made award out of a menu, and the program prints them all during my lunch hour. This last approach has also an affective domain angle. One of the basic principles of humanistic approaches is that the teacher has to show the students that he or she really cares, that each individual student is more than just a number in the class. Desktop publishing programs can be excellent tools for the achievement of this aim. Using software like AWARD MAKER, CERTIFICATE MAKER, THE PRINT SHOP, or BANNER MANIA, the teacher can easily and quickly create a host of highly personalized certificates, posters, cards, letter heads or banners which will help to convey caring messages. By receiving personalized certificates, the participants experience what it feels like to be at the student end of a positive teacher-student relationship. They are then in a better position to understand the computer potential as an instrument in the area of the affective domain. "I was really touched to see that you took the trouble to make those cute certificates for us. I had never realized what a big difference these details make when you are a student," wrote a participant in the final evaluation.

We close the workshop by asking the participants to fill in the evaluation forms. These have proved to be extremely valuable in the development and improvement of the course.

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 CROSSCOUNTRY USA. Didatech Software. 549-810 West Broadway. Vancouver, BC V5Z 4C9. Canada.
 ESSENTIAL IDIOMS IN ENGLISH. American Language Academy. 1401 Rockville pike, Suite 550. Rockville MD 20852..
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 MYSTERY HOUSE. . Public Domain Software.
 ODELL LAKE. Public Domain Software.
 OREGON TRAIL. Public Domain Software.
 READ'N ROLL. Davidson Associates. 3135 Kashiwa Street. Torrance, CA 90505. .
 READING MASTERY. American Language Academy. 1401 Rockville pike, Suite 550. Rockville MD 20852..
 SENTENCE COMBINING. Milliken Publishing Co. . 1100 Research Blvd. PO Box 21579, St Louis, MO. 63132-0579
 SIM CITY. Broderbund. 17 Paul Drive. San Rafael, CA 94903
 THE PRINT SHOP. . Broderbund. 17 Paul Drive. San Rafael, CA 94903
 TOEFL PREPARATION SOFTWARE. Prentice Hall. 200 Old Tappan Rd. Old Tappan, NJ 07675.
 VOCABULARY MASTERY. American Language Academy. 1401 Rockville pike, Suite 550. Rockville MD 20852..
 WHERE IN THE WORLD/USA/EUROPE/ TIME IS CARMEN SANDIEGO? Broderbund. 17 Paul Drive. San Rafael, CA 94903
 WORD ATTACK PLUS. Davidson Associates. 3135 Kashiwa Street. Torrance, CA

TABLE 1

THE FIRST DAY

8:00 - 8:30	GETTING TO KNOW EACH OTHER.	
8:30 - 9:15	CAI or CALL?:	
	ROLE OF COMPUTERS IN ESL/EFL.	
9:15 - 10:15	GRAMMAR MASTERY SERIES.	DRILL & PRACTICE.
	SENTENCE COMBINING.	

10:15 - 10:30	COFFEE BREAK.	

10:30 - 12:00	WORD ATTACK PLUS!	VOCABULARY BUILDER.

12:00 - 13:00	BREAK FOR LUNCH.	
13:00 - 15:00	QUARTEXT.	TEXT RECONSTRUCTION.
15:00 - 15:15	COFFEE BREAK.	
15:15 - 16:00	READ 'N ROLL. GRAMMAR GREMLINS. M-S-NG L-NKS. ESSENTIAL IDIOMS IN ENGLISH. TOEFL PREPARATION. READING MASTERY. VOCABULARY MASTERY.	BROWSING AROUND.
16:00 - 16:30	GENERAL RAP SESSION.	

THE SECOND DAY

8:00 - 9:00	THE POWER OF COMPUTER ADVENTURE GAMES: LEARNING HOW TO LEARN WHILE HAVING FUN.	
9:00 - 9:30	HOW ARE WE DOING?	FEEDBACK.
9:30 - 9:45	COFFEE BREAK.	
9:45 - 11:00	ODELL LAKE. OREGON TRAIL.	SIMULATIONS.
11:00 - 12:00	CROSSCOUNTRY U.S.A.	
12:00 - 13:00	BREAK FOR LUNCH.	
13:00 - 14:00	MONITOR MYSTERY. FUNHOUSE CAPER.	ADVENTURE GAMES.
14:00 - 14:30	CARMEN SANDIEGO.	
14:30 - 14:45	COFFEE BREAK.	
14:45 - 16:00	MYSTERY HOUSE.	
16:00 - 16:30	THE POWER OF DESKTOP PUBLISHING. STUDENTS' EVALUATION.	

TABLE 2

APPROACHES IN SECOND OR FOREIGN LANGUAGE TEACHING

	CAI (Instruction) Computer Aided Instruction	CALL (Learning) Computer Assisted Language Learning
SYLLABUS	GRAMMATICAL	NOTIONAL-FUNCTIONAL
METHODOLOGY	AUDIOLINGUAL	COMMUNICATIVE
HOW TO LEARN	BEHAVIORISTIC VIEW Learning as a mechanical process of habit formation	COGNITIVE VIEW Learning as a meaningful process of knowledge acquisition
WHAT TO LEARN	STRUCTURALIST VIEW Discrete linguistics units Finite set of structures Study of sentences	DISCOURSE ANALYSIS VIEW The role of context Discourse participants Study of language functions
EMPHASIS	LINGUISTIC ACCURACY (PRODUCT)	COMMUNICATIVE FLUENCY (PROCESS)

TABLE 3

AN OVERALL CLASSIFICATION OF ESL SOFTWARE

LANGUAGE DEVELOPMENT	MODALITIES	ACTIVITIES
LINGUISTIC ACCURACY ==>	INSTRUCTIONAL ----->	(1) TUTORIALS (2) DRILL-AND-PRACTICE (3) TESTS (4) ANALYTIC
	COLLABORATIVE ----->	(5) SIMULATIONS (6) GAMES
COMMUNICATIVE FLUENCY ==>	FACILITATIVE ----->	(7) WORD PROCESSOR (8) DATA BASE (9) SPREAD SHEET (10) DESKTOP PUBLISHING

TABLE 4

SOFTWARE REVIEW: QUICK GUIDELINES

PROGRAM NAME: _____

(I) Circle all the activities that, in your opinion, describe this program

TUTORIAL	SIMULATION	WORD PROCESSOR
DRILL-PRACTICE	GAME ACTIVITY	DATA BASE
TEST	ARCADE TYPE	SPREAD SHEET
ANALYTIC		DESKTOP PUBLISHING

(II) Explore the program with your partner and consider the following issues:

It is easy to get to the main activity?
 Can I easily stop the activity and move onto something different?
 Are all instructions clear to me?
 Can all the instructions show up on the screen?
 Is everything on one disk?
 How much program control is there for the teacher? How much for the student?
 Does it involve logical thinking?
 Will the program work:
 with only one drive?
 without a printer?
 without a color monitor?

Can I change the program content?

Could I use the program as a framework for my own lessons?
 Do I need to have all the answers ready-made for this program?
 Do I need to make special task sheets for my students?

Could I build a bigger project around this program?

Does it provide opportunities for cooperative learning?
 Could I plan reading activities before or after using this program?
 Does the program inspire interesting follow-up activities (writing, debates)?